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ABSTRACT

This paper reports the results of a survey of kindergarten teachers and principals in the Little Rock Public School System concerning the new kindergarten program begun in Little Rock in 1974. The kindergarten plan examined is a full-day program for 5-year-olds, with a maximum number of 25 students in each class. Nineteen recommendations resulted from a study of the data, which included views of the respondents on facilities, curriculum needs, inservice training, relationships with staff members and parents, major satisfactions and frustrations. Copies of the teacher and principal instruments are included. (Author/SB)

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LITTLE ROCK PUBLIC SCHOOLS

EARLY CHILDHOOD SURVEY

Submitted by: Joint Policies Committee
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April 1974

Written by Dr. Paul Smith

TABLE OF CONTENTS

	Page
Acknowledgement	i
Introduction	1
The Kindergarten Program	2
Analysis of the Data, the Teachers	3
Analysis of the Data, the Principals	6
Conclusion	10
Recommendations	10
Copies of the Instrument	12

ACKNOWLEDGEMENT

This study has been dedicated to the teachers in the Little Rock Public School District, to the students they teach, and to those whom they will teach in the future.

Sincere appreciation is expressed to Little Rock Public School Administrators who in any way helped in this endeavor. Special thanks go to Dr. Paul Smith, Chairman of the Committee, who prepared this report; to Mrs. Lois Walters, Secretary of the Committee; to Mrs. Wana Brown, Chairman of the Instrument Subcommittee; to Dr. Bettye Caldwell and to Mrs. Betty Pagan who gave of their time and expertise to the forming of the instrument.

INTRODUCTION

The Educational Policies Committee has been meeting once each month since December, 1973, and has been studying early childhood education. At this point, an instrument has been developed and distributed to the kindergarten teachers and principals in the Little Rock Public School System. The purpose of this paper is to report on the results of that survey.

On December 18, 1973, a survey was mailed to each committee member asking them to rank in order of importance various educational categories: valuational education, computers in education, year-round school, early childhood education, community education, educational innovation, and small class loads. At the committee meeting on January 22, 1974, it was agreed that early childhood education was the most important area at this time for this committee to study.

Mrs. Wana Brown, Supervisor of Elementary Education, was elected by the committee to chair a subcommittee to prepare a questionnaire for kindergarten teachers and principals for a survey of the kindergarten program. The subcommittee met with David Wallace, Director of Elementary Education; Dr. Bettye Caldwell, Director of Center for Early Development and Education; and Mrs. Betty Pagan, Supervisor of Home Economics. The instrument was developed that day.

At a committee meeting on February 14, 1974, the instrument was discussed and recommended changes were made. The questionnaire was sent to all kindergarten teachers and a separate questionnaire was sent to all kindergarten principals. It was mailed out in the campus mail on February 25, 1974, and returned to Mrs. Wana Brown in the school mail on Friday, March 1, 1974.

The committee met on March 20, 1974, to tabulate the results of the instrument. Thirty-eight (38) of the 42 kindergarten teachers returned completed instruments. Nineteen (19) of the 23 principals returned completed instruments.

The study was approved by the committee on April 20, 1974.

THE KINDERGARTEN PROGRAM

Kindergarten is available to children who have reached the age of five on or before October 1 of the school year in which they enter kindergarten. Assignments of pupils to kindergarten facilities are made on the basis of geographic attendance zones--to assign each student to the facility which is generally closest to his residence. If an older brother or sister is transported, parents have the option of transporting the kindergarten child to the same school as that attended by the older sibling.

Each school has one full-time, non-teaching certified principal whose duties are to supervise and implement the instructional program. Each kindergarten teacher is fully certified by meeting all of the requirements of the State Department of Education. Services of a part-time certified school nurse are available in each school. Each school has the services of a playground aide. There is a maximum number of twenty-five students in each kindergarten class under the direction of one certified teacher who has the services of a teacher aide for one-half day.

The primary objective of the kindergarten program is to provide an environment offering a variety of experiences which will be appropriate to the child's stage of development, which will be immediately satisfying to him, and which will help him to build a good foundation for the years ahead.

The teacher's guide for the kindergarten program is Early Education--Ages 3-6, A Guide for Teachers, which is the official Little Rock Public Schools guide for early childhood education. This guide is designed to direct teachers in developing the skills, understandings, and attitudes to be acquired by the pupils in a proper environment for living.

Social development is a significant part of the totality of experiences for the child as he experiences group living outside the family. Attitudes and habits are developed as kindergarten children work and play together in an environment which provides opportunities for physical, mental, and social growth.

The content of the science program for young children is divided into four parts consisting of living things, matter and energy, the earth, and the universe. Each of the above categories is adapted to the needs and interests of the children and is presented through exploration and discovery by the children. The Museum of Science and Natural History provides resource personnel who share lending boxes, live animals, and provides a scheduled guide to the museum. Resource people in other areas are also used.

There are certain underlying basic concepts that run throughout all of mathematics which provide a structure for continuity. The following mathematical strands are those explored in kindergarten: shapes and space in relation to the environment; identifying sets of objects and the subsets within a set, one-to-one matching, counting; numeral identification; ordinal position through five; comparison of weights, length, height, and volume of objects and shapes.

The area of language arts is the basis for achievement in every area of a child's learning. Throughout the kindergarten student's day there are numerous opportunities for him to practice oral expression, develop listening skills, and develop visual discrimination.

Art experiences bear a direct relationship to many other learning experiences. The forms drawn by the kindergarten child enhance his understanding of mathematical concepts; such as, points, planes, roundness, and squareness. This involves the integration of tactual, kinesthetic, and visual sense. As he discusses his work, his auditory senses are also being developed.

A child's social and emotional growth is facilitated through the use of music. Kindergarten children learn to develop creative, self-expressive means of communicating. They release tensions and expand their aesthetic appreciation. Music education is an important step in the preparation of the child for social and professional adult life and as a teaching aid designed to improve the efficiency of instruction in other areas.

Through manipulation, locomotion, kinesthesis, and motor activities, a young child discovers for himself that he is a separate entity with powers over which he has control. When new objects are discovered and examined and a sense of self becomes established, feelings and ideas need to be communicated. His vocabulary increases and becomes a means to mastery of the art of communication.

There is a kindergarten for physically handicapped children located at the Easter Seal Agency with one full-time certified teacher. There is a maximum of 15 students in each class under the direction of one teacher and one full-time aide. Regular kindergarten curriculum is adjusted to meet the needs of these children.

ANALYSIS OF THE DATA
THE TEACHERS' REACTION

The progress and general growth and development of the students seemed to be mentioned most frequently. However, additional materials and equipment would be beneficial to the kindergarten program. In that this was the first year for the district-wide kindergarten program, there were some foreseeable problems in supplying materials at the beginning of the program. Another predictable problem was that some new kindergarten teachers felt inexperienced during this first year. These problems should be alleviated quite naturally because the first year is nearly finished and many of the wrinkles of the new program have been ironed out.

Some teachers mentioned that they had too many students in their classes. Bathroom facilities in the rooms are needed (self-contained classrooms). Materials such as games, attractive picture books, puzzles, manipulative materials, tinker toys, more visual perception materials, block designs, activity records, and more art supplies were requested. Some teachers have asked for books to aid them in planning, ditto masters, first aid materials, sinks, televisions, language masters, and filmstrips.

Materials which the teachers found most helpful were puzzles, art supplies, phonographs, listening stations, filmstrips, blocks, pegs, and other toys. The guide, Early Education--Ages 3-6, was very useful, as were the housekeeping equipment, cassette recorders, and lotto games.

In-service meetings which the teachers found most helpful included the one on planning a unit of work, the workshop in North Little Rock, the opportunity to visit other kindergarten classrooms, Mr. David Wallace's instructions on how to obtain materials, the demonstration on art, the workshop featuring demonstrations of new materials, and any type of meeting where teachers shared ideas with other teachers. Other types of in-service activities which the teachers were interested in were workshops rather than lectures and workshops with experts coming in to share their methods. It was suggested that special resource people might be enlisted to help kindergarten teachers with special problems. The kindergarten teachers want more time for observing other kindergarten teachers in action and more time for sharing ideas with other teachers. They would like new materials workshops and workshops dealing with methods of handling discipline problems.

An overwhelming majority of the teachers stated that they felt they were fully accepted professional staff members in their school. Only one teacher felt that sometimes she was just inadvertently forgotten as a member of the faculty.

The kindergarten teachers stated that their principal was always there to help and advise them. The principals helped in time scheduling, supervision of lunch periods, and in providing adequate classroom materials and supplies. The principals were a general help in enriching the kindergarten curriculum.

The kindergarten children were invited to those assemblies which were appropriate to their age level. In most schools the kindergarten children have even participated in some assemblies.

Concerning the school hot lunch program, the kindergarten teachers said that their students ate most or at least some of their lunch every day.

A large majority of the teachers favored continuing the kindergarten program on a full-day schedule rather than a half-day program.

The major types of behavioral problems encountered by the teachers included: lack of self control on the part of students, fighting and hyperactivity, use of undesirable language, and temper tantrums. Some students had difficulty learning to get along in group situations. The parents and principal helped the teachers in dealing with the behavioral problems. Help also came from psychologists from the Child Study Center, school psychometrists, and school nurses.

In general the custodial services were considered adequate by the teachers. Yet in 12 cases custodial services were mentioned as being less than adequate. The kindergarten rooms probably need extra attention by the custodial staff because of the very nature of the curriculum and the age of the children.

The kindergarten teachers felt that they had adequate access to such supplemental school resources as stage, piano, playground, and media center. Many kindergarten teachers wish they had access to music teachers. Many said that they needed more library books on the kindergarten students' level; for example, picture books.

The kindergarten teachers felt that if they had a full-time aide in the room, the aide could most constructively be involved in the teaching-learning process by duplicating teaching materials, keeping records, supervising student work, preparing student snacks, cooperating with small group work, working with individual children, distributing and collecting materials, making games, and supervising children at play, thus giving the teacher more time for individualized instruction.

In the kindergarten teachers' estimation, the children were least prepared for the classroom in language development, motor skills, social behavior, listening skills, and following directions.

Nineteen kindergarten teachers indicated that nearly a quarter of their students needed and could have profited from programs for four-year-olds. Six teachers indicated that from 25-49 per cent of their students needed a four-year-old program. Six teachers indicated that from 50-74 per cent of their students needed a four-year-old program. Three teachers indicated that from 75-100 per cent of their students needed a four-year-old program.

If there were to be programs for four-year-olds, the kindergarten teachers think that learning to play, building a better self image, developing better social adjustment, learning to verbalize, developing better physical motor skills, learning expression in art, and broadening visual perception should be stressed.

The kindergarten teachers have recommended the development, strengthening, and improvement of certain sections of the kindergarten curriculum guide (Early Education--Ages 3-6, A Guide for Teachers). Their specific recommendations were that more ideas are needed for teaching art to children. Maybe specific art units could be added. Suggestions for field trips would be useful as would sections in the curriculum guide dealing with emotions, gross motor development, and a test or tests to determine student progress. Other suggestions for improvement of the curriculum guide were the inclusion of an index, a table of contents, and a chapter on holidays.

Parent cooperation and involvement in the kindergarten program has been good. This parent cooperation with teachers and administrator expertise has resulted in most of the children being ready for primary school next year. At the time of the survey, it was the opinion of the teachers that only 57 students would not be ready for primary school by the end of the school year, 1973-1974. The areas where the children will be least ready are language development, motor control, social behavior, following simple directions, mental development, and maturity.

At the time of this survey the kindergarten teachers reporting on the instrument showed that 16 teachers had 25 kindergarten children in their classes. Seven teachers had 24, two teachers had 23, three teachers had 22,

three teachers had 21, two teachers had 20, one teacher had 18 students, two teachers had 17, one teacher had 12, and one teacher did not respond.

Twenty-one kindergarten teachers gave top priority to acquiring a full-time teacher aide for each class. Seventeen teachers gave number one priority to acquiring additional materials for kindergarten children. Thirteen teachers gave number three priority to improvement of facilities.

The areas of development in which the teachers felt the kindergarten program had the greatest impact were the mental and social development of the children; the physical, emotional, and intellectual development of the pupils; the fostering of good peer relationships; and the children leaving the first year of kindergarten with a good image of school.

ANALYSIS OF THE DATA
THE PRINCIPALS' REACTION

The principals' major satisfactions in working with the kindergarten program this year were seeing the tremendous growth of children, general quality of the program, seeing the joy and enthusiasm of the young, and the emotional and social development of the children. The principals received much satisfaction from seeing kindergarten come about after wanting it for so long a period of time.

The principals' major frustrations evidenced themselves in the initial organization. That is, materials arrived late; some principals felt that the kindergarten teacher needed a full-time aide. There was some frustration in setting up the program in getting the enrollment stabilized, and dealing with the extra tardiness and absenteeism that kindergarten added to elementary programs was a burden at first.

Lack of participation by those eligible children with not enough children taking advantage of the new kindergarten program was another frustration to the principals.

The principals also had some difficulty with scheduling the kindergarten play periods and scheduling the time for teacher aides to be in the classrooms. Some principals were concerned with the lack of creativity in the kindergarten classroom. Lack of supervision of children after school and before the parents pick the children up concerned a few principals. It frustrated some principals that the kindergarten teachers did not have any relief or break time during the day.

If there were an unlimited budget, some principals said that separate facilities adjoining present classrooms, thereby creating a much larger class area, would be desirable. In general, having rooms planned specifically for kindergarten children would be better than using rooms that were planned for other grades. More adequate storage space for the children's individual belongings would be nice, as would storage space for audio-visual materials and cots.

Mobile shelves could serve double duty to provide room dividers and to serve as storage space. More carpeting in the rooms would add to the educational atmosphere and would provide some comfort for children who enjoy playing and working on the floor. Special restrooms suited to the kindergarten child would be useful. Self-contained classrooms would be ideal.

More playground equipment for the kindergarten child will be necessary. More audio-visual equipment could be put to good use in the kindergarten rooms, as could more Muriel Frostig materials, and more televisions and listening stations.

Each kindergarten teacher needs a file cabinet if she does not have one. All kindergarten rooms have now been wired for connection to the main intercom systems at the schools which have systems. Kindergarten teachers and students have immediate access to all information routinely received by teachers in the other rooms.

There have been no satisfactory provisions made for getting supplementary supplies to kindergarten teachers and children. When provisions were made for the needs of kindergarten, other funds at the various elementary schools were depleted, putting undue hardship on other valuable programs at the schools.

The principals found mathematics books: Early Education--Ages 3-6, A Guide for Teachers; and Workjobs to be very valuable materials for the kindergarten teachers. Principals found that the teachers made frequent use of educational toys, listening stations, audio-visual materials, music programs such as Making Music Your Own, furniture, and various housekeeping equipment. Role-playing materials, desks, chairs, rugs, and art materials were much in demand by kindergarten teachers.

The principals found that visitation of other schools and sharing of ideas by teachers seemed very valuable as in-service teacher activities. The use of early childhood specialists in in-service meetings, the opportunity for teachers to see other kindergarten rooms, and special demonstration in-service meetings were good.

For themselves, the principals found that the most valuable in-service meetings dealt with the organizational planning of the school day. The Hall High School meeting with demonstrations of new materials was good. Visiting the Parkview High School kindergarten room, the principals felt, was a valuable experience for kindergarten teachers.

The principals made some suggestions as to the type of in-service meetings they would like to see in the future. One suggestion was that small groups of teachers get together to demonstrate what they do in the classroom. Another suggestion was that the kindergarten teachers could profit from a workshop during the school day in an actual classroom situation.

Visual slides of the activities in different Little Rock Public School kindergartens could be used profitably during these in-service kindergarten meetings. Perhaps their inclusion could be accomplished by the schools' audio-visual department and Mr. Cooper Burley. A question and answer session to have the kindergarten teachers exchange ideas might be very effective in the in-service vein.

An excellent way to start an in-service meeting might be a social event. In this way kindergarten teachers would have a chance to meet and get to know one another before they divide into small groups to share their knowledge.

One principal felt that an in-service meeting on the development of young children would be a valuable experience as a reminder to teachers and supplement to what they have learned in their college preparatory courses for teaching kindergarten children. Another suggestion was that a special workshop might be built around the theme of developing the language skills of the five-year-old child. A workshop giving the teachers the ideas, opportunities, and materials for creating their own classroom materials would be beneficial.

All the principals agreed that the kindergarten teachers are fully accepted as professional staff members by the faculty in each school. However, the different lunchtime for kindergarten makes the heterogeneity of the whole elementary staff less than automatic. It takes much work by both kindergarten teachers and the other elementary teachers in the building to achieve this in that the kindergarten classes usually eat lunch before other classes.

The types of help given to kindergarten teachers by the principals included scheduling the program to the best advantage of the teachers and children involved in light of the overall school program, in assisting the teachers with certain student discipline problems, and assisting in parent-teacher relations. The principals assisted in those parent conferences which seemed to be difficult for beginning teachers.

The principals counseled with teachers and students in all areas of the kindergarten program. Meeting the needs of the teachers and children in the area of instructional materials was a particular challenge to all the principals.

Two principals have assisted the kindergarten program by watching over the students at lunchtime and playtime so that the teachers could be released to make materials for their classrooms. Some principals have gone into the classroom and helped the kindergarten teachers with some small group activities. From out of state one principal brought her teachers a book dealing with kindergarten planning.

Other ways that principals could see they might be helpful in the future included securing equipment, materials, volunteers, and aides. Some principals thought that they might be able to work more in the area of parent involvement in the kindergarten program.

All the principals have invited the kindergarten pupils and teachers to school assemblies. Twelve principals said that kindergarten students had participated in school assemblies. Seven principals said that their kindergarten children had not participated in school assemblies.

Fifteen principals were in favor of continuing the kindergarten program on a full-day basis. Four principals wanted to cut the kindergarten program to a half-day session.

The major types of behavioral problems which the principals noticed being exhibited by the kindergarten students were social and emotional upsets,

hyperactivity, tardiness, absenteeism, physical roughness, and stealing. Some teachers, they noted, used constant reinforcement of acceptable behavior and values as a means of coping with the behavioral problems.

The principals noted that the kindergarten teachers got help from the Medical Center and the Child Study Center for their students. One teacher called a mothers' meeting. The teachers received the full support of the principals, central office supervisors, and the pupil personnel office of the Little Rock Public Schools. Some teachers had visits from a staff member of the Child Guidance Service who worked with the teachers on special problems encountered with students.

Sixteen principals thought that the custodial services were adequate in the kindergarten rooms. Three principals thought that the custodial services were inadequate.

All nineteen principals who completed the survey said that the kindergarten teachers have ready access to the supplemental resources of the school; for example, stage, playground, and media center.

If the kindergarten teachers had a full-time aide in the classroom, the principals felt the aide could be most constructively utilized in the teaching-learning process by assisting with small group instruction, therefore allowing the teacher some needed time for planning and preparation. The principals felt that the aides might also make reinforcement materials and carry out teacher-directed activities in general.

If there were programs for four-year-olds, the principals felt that certain areas of the curriculum should be particularly emphasized; such as, social living, health, motor development, listening, language development, and general readiness for kindergarten.

The principals thought that a few sections of the curriculum guide (Early Education--Ages 3-6, A Guide for Teachers) could be improved by including more materials on social living and self image. In addition, the guide should include some specific activities for the faster-learning or exceptionally bright child. The principals felt that beginning teachers could use more detailed and specific scheduling. One principal said that a workshop should be held during the summer of 1974 in order to evaluate the effectiveness of the present guide. Nothing should be deleted from the guide, but a bibliography, a list of teacher and kindergarten student books and periodicals, and a sensory perception section might be added.

Sixteen principals said that the teachers had good parental cooperation and involvement in the kindergarten program in their schools. Three principals had unsatisfactory parental cooperation and involvement. The principals recommended far more direct involvement by kindergarten students' parents. There was very little volunteer parent involvement in any of the schools surveyed.

There is a PTA sponsored cultural arts program in which one parent visits the kindergarten program each week to help during luncheon and play period. This occurs at one elementary school.

CONCLUSION

The areas of student development in which kindergarten has had the greatest impact as estimated by the principals and teachers were as follows: peer group relations, social development, self discipline, language development, motor development, intellectual development, readiness for formal reading and mathematics, and overall readiness for the primary school. It was felt that the parents were made aware of the fact that the public schools offer an excellent kindergarten program.

RECOMMENDATIONS

1. The Little Rock community, school board, administrators, and teachers need to be congratulated on the overall favorable kindergarten program as regards the progress, general growth, and development of the students. Every indication is that a solid base has been built in the kindergarten program's first year of operation; and a solid base is always the beginning for an exemplary program which should be the goal for the future.

2. It is recommended that parents be informed of the general objectives of the kindergarten program through a handout to all kindergarten parents at the beginning of the year, 1974-1975.

3. It is recommended that every avenue be researched in the attempt to acquire a full-time aide for each kindergarten teacher.

4. In order for the kindergarten program to reach the goal of exemplary status, it is recommended that additional materials, equipment, and facilities continue to be acquired and improved with this end in mind.

5. It is recommended that workshops rather than lectures be emphasized in the in-service training of kindergarten teachers.

6. It is recommended that the kindergarten program be continued next school year, 1974-1975, on a full-day schedule rather than a one-half day schedule.

7. It is recommended that the building custodians be reminded periodically that kindergarten rooms need extra attention because of the very nature of the children, curriculum, and program.

8. It is recommended that more picture books be purchased for kindergarten students' library use.

9. It is recommended that the Little Rock Public School pilot programs for four-year-old pre-kindergarten students be expanded as soon as possible to meet the needs of the community.

10. Although the kindergarten curriculum guide (Early Education--Ages 3-6, A Guide for Teachers) has received much positive comment in this survey, it

is recommended that it be developed, strengthened and further improved by adding more ideas on the teaching of art; specific art units; suggestions for field trips; sections on emotions, social living, and self image; units concerning gross motor development; and a unit on activities related to holidays. An index and bibliography might be appropriate.

11. As more kindergarten classes are added and as more four-year-old programs are added, it is recommended that a new supervisory position be created at the Central Office level under the Director of Elementary Education. This supervisor would have sole responsibility for the kindergarten and four-year-old program.

12. It is recommended that the kindergarten teachers be given some break time or relief time during the school day, either by providing a full-time aide or by some other means.

13. It is recommended that as an immediate goal the Little Rock Public Schools should strive to have every kindergarten in the system housed in a facility specifically planned for kindergarten children. This is better than using rooms that were planned for other grades.

14. Although the schools involved in kindergarten education have done an excellent job in this first year of acquiring playground equipment specifically designed for the kindergarten child, it is recommended that the school district purchase more of such playground equipment to aid in the motor and physical development of the children.

15. It is recommended that each kindergarten teacher be provided with at least a two-drawer file cabinet if she does not now have one.

16. It is recommended that a special fund be established for use by the kindergarten teachers in providing for supplementary supplies for the children. It is assumed that the normal requisition process of the school district, whatever its limits, will be followed with the new fund.

17. It is recommended that Mr. Cooper Burley be charged with the responsibility for developing a set of 35mm color slides depicting the activities in several different Little Rock Public School kindergarten classrooms. One of the uses of these slides would be their presentation at teacher in-service meetings.

18. It is recommended that the elementary music teachers be scheduled time in the kindergarten rooms to help those very young students to broaden their interests in different sounds and rhythms.

19. It is recommended that ways be explored to involve the parents to a greater degree in the kindergarten program and to encourage parents to volunteer more of their time to helping in the schools. Possibly more special programs, plays, or music rhythm presentations involving kindergarten students would draw more parents to the schools.

EARLY CHILDHOOD SURVEY

Kindergarten Teachers

1. What have been your major satisfactions in working with kindergarten children this year?

2. What have been your major frustrations?

3. If we had an unlimited budget, what kinds of additional equipment and materials would be beneficial to you?

4. Which of the materials supplied to you this year did you find most helpful?

5. What type of in-service meetings did you find most helpful?

6. What other types of in-service would you want?

7. Do you feel you are a fully accepted professional staff member in your school?

8. What kinds of help have you received from your principal?

9. In what other ways could your principal have been helpful?

10. Are your kindergarten children invited to assemblies?

11. Have your children participated in or on any general assembly or P.T.A. program?

12. Do most of your children eat: most of their lunch _____, some of it _____, or almost none _____?

13. Do you prefer to have two one-half day sessions or one full-day kindergarten session?

14. What are the major types of behavioral problems you have encountered with your children?

15. What kinds of help have you had with these problems?

16. Are the custodial services adequate for kindergarten rooms?

17. Do you feel you have equal access to the supplemental resources of your school; e.g., stage, piano, playground, media center?

18. If you had a full-time aide in your classroom, how do you feel this person could be most constructively involved in the teaching-learning process?

19. In what areas of development were your children least prepared when they came into your classroom?

20. What percentage of the children in your class needed a four-year-old pre-kindergarten program?

0% - 24% _____
25% - 49% _____
50% - 74% _____
75% - 100% _____

21. If there were programs for four-year-olds, what areas of the curriculum do you think should be stressed?

22. What sections of the kindergarten curriculum guide (Early Education--Ages 3-6, A Guide for Teachers) could be improved? Be specific.

Should be added:

Should be deleted:

23. Have you had good parent cooperation and involvement?

24. How many children are currently enrolled in your class?

25. Estimate the number of your children who will not be ready for primary school next fall? _____

In what areas will the children be least ready?

26. Please rank from 1 to 4 in order of importance the following:

_____ additional materials
_____ teacher aide
_____ improvement of facilities
_____ other (Be specific)

27. In what areas of development do you feel the kindergarten program has had the greatest impact?

EARLY CHILDHOOD SURVEY

Principals

1. What have been your major satisfactions in working with the kindergarten program this year?

2. What have been your major frustrations?

3. If we had an unlimited budget, what kinds of additional equipment and materials would be beneficial to your kindergarten teachers?

4. Do you have a way to reimburse teachers for purchases they make for additional supplies?

5. Which of the materials supplied to the kindergarten teachers did you find most helpful?

6. What type of in-service meetings did you find most helpful to your kindergarten teachers?

7. What other types of in-service would you suggest?

8. Do you feel that your kindergarten teachers are fully accepted professional staff members in your school?

9. What kinds of help have you given your kindergarten teachers?

10. In what other ways could you be helpful?

11. Are the kindergarten children invited to assemblies?

12. Have the kindergarten children participated in or on any general assembly or P.T.A. programs?

13. Do you prefer to have two one-half day sessions or one full-day kindergarten session?

14. What are the major types of behavioral problems your kindergarten teachers have encountered with their children?

15. What kinds of help have they received in coping with these problems?

16. Are the custodial services adequate for the kindergarten rooms?

17. Do the kindergarten teachers have equal access to the supplemental resources of your school; e.g., stage, playground, media center?

18. If your kindergarten teachers had a full-time aide in their rooms, how do you feel this person could be most constructively involved in the teaching-learning process?

19. If there were programs for four-year-olds, what areas of the curriculum do you think should be stressed?

20. What sections in the curriculum guide (Early Education--Ages 3-6, A Guide for Teachers) could be improved? Be specific.

Should be added:

Should be deleted:

21. Have you had good parent cooperation and involvement in the kindergarten program in your school?

22. In what areas of development do you feel the kindergarten program has had the greatest impact?